

GRASSY PLAINS ELEMENTARY JUNIOR SECONDARY SCHOOL

School Plan to Enhance Student Learning 2020-2021

STAYING SOUTHSIDE STRONG



ABOUT US

Grassy Plains is a small rural K -12 school located on the South Side of Francois Lake, with most learners enrolled in K to 7. Our learners enter kindergarten at Grassy Plains with a wide range of academic knowledge and abilities. Many families live in secluded areas where no cell services or internet is available. Some of our students travel on the bus for 90 minutes before they get to school.

We are privileged to live, play and learn on the traditional and unceded ancestral territory of three nations: Skin Tyee, Nee-Tai-Buhn and Cheslatta. We are fortunate to have many supportive community members, parents/guardians, volunteers, and PAC who work to keep Grassy Plains School a welcoming, safe and caring environment for our learners.

VISION

To align with our district strategic plan, staff and students have committed **to support the development of competent and confident learners to make positive contributions in our evolving global community.**

We are striving to support student success by creating and achieving goals in 3 key areas: Literacy, Numeracy & Social Emotional Learning. In addition to these fundamental areas of learning our staff and students are working to; honor diversity, enhance connections with our community and engage our workforce.

PLANNING WITH A COVID-19 LENS

Due to Covid-19, our enrollment has dropped significantly with 28% of our families working with EBUS, homeschooling or our district Remote/Transition teachers. In addition to a drop in enrollment, our average daily attendance has greatly fluctuated over the course of the last year.

We know that some of our learners were greatly affected by Covid-19, not only were our learners in isolation, but they were unable to have valuable face-to-face teacher time. Knowing that the disruption of school would affect our students in more ways than one, the staff at Grassy Plains School have worked carefully and collaboratively to provide Social/Emotional supports as well as opportunities for our learners to get “caught-up”.

As we plan for our next school year in mind, we recognize that we may have learners return who have been away from our school for more than a year. These learners will most likely need extra intervention, supports and reassurance as they continue with their peers. Our plan is to continue utilizing small groups of learners with both literacy and numeracy, while keeping our learners engaged through student-led and project-based learning.

LITERACY

Primary Goal: To have 85% of students at the end of grade 2 be able to read at PM Benchmark Level 21 (or higher) by the end of the school year, fully meeting comprehension.

Intermediate Goal: To have an increase of fluency by one grade level (or more) for all students grade 4 and up, from the beginning of the year to the end of the year.

While reviewing the data from the past two years, it was easy to identify the significant drop in reading levels, especially with our primary learners. We feel the impact that Covid-19 and the time spent away from schools has greatly contributed to the decrease in literacy ability and we know that our time is valuable as we work to strengthen their skills and abilities in this area.

Reading Level 2019/2020	Grade 1 – 3 PM Benchmark	Grade 4-7 RAD
At risk	32%	20%
Low risk	32%	65%
At grade level	36%	15%
DNW		

Reading Level 2020/2021	Grade 1 – 3 PM Benchmark	Grade 4-7 RAD
At risk	77%	33%
Low risk	18%	48%
At grade level	5%	5%
DNW		14%



What We Have Seen

Our learners have greatly enjoyed sharing and being the audience of shared literacy in our monthly assemblies. Learners are proud of what they have accomplished and have been inspired by the work of their peers. Knowing the importance of the social nature of learning we hope this practice will show a continued positive impact with our learners.

Action Plan

- Play-based “Blitz” (reading practice groups) (primary)
- Literacy based professional development
- Monthly Poem, Story and Reader’s Theatre performances
- Talking circles
- Cultural resources
- Instruction on non-fiction/fiction reading comprehension strategies
- Phonics and sight word practice (primary)
- Power Reading, Reading Buddies and book talks (intermediate)

SOCIAL EMOTIONAL

School Goal:

1. To have all students from grade 2 through 7 identify their need to accept responsibility for their own actions.
2. To have all students from grade 2 through 7 identify and use strategies they have learned to resolve/avoid conflicts at school.

While looking at the student survey data from 2019/2021 we see growth in all areas in the “ALL THE TIME” section except for the statements: “Students need to accept responsibility for their own actions”, and “I can use strategies to help me find solutions when I am having a difficult time”.

2020/2021 Grades 2-7	At no time	Sometimes	Most of the time	All of the Time
Do you respect people who are different from you?	0%	5%	27%	68%
Students need to accept responsibility for their actions.	0%	8%	22%	70%
I can use strategies to help me find solutions when I am having a difficult time.	1%	32%	44%	22%
I think about how my actions will affect other people.	2%	16%	30%	49%

2019/2020 Grades 2-7	At no time	Sometimes	Most of the time	All of the Time
Do you respect people who are different from you?	0%	5%	38%	57%
Students need to accept responsibility for their actions.	3%	17%	21%	59%
I can use strategies to help me find solutions when I am having a difficult time.	5%	42%	24%	29%
I think about how my actions will affect other people.	0%	27%	31%	41%

What We Have Seen

Students have shown growth from our 2019/2020 school year to 2020/2021 in recognizing that they need to take responsibilities for their actions. Although we see very few behavior issues in our school, the data shows a decline in the recognition to utilize strategies to work through a problem. We feel that if we revisit, add to, and practice the taught strategies from years past, we will see growth in this area as well.

Action Plan

- Revisit the Zones of Regulation program.
- Building off of the Zones of Regulation and SNAP program used in past years, the Principal will be teaching Growth Mindset and GRIT, with collaboration and encouragement for all staff to adopt and use the language with each of our learners.

NUMERACY

School Goal: Each student will show one year's progress in number sense by the end of June.

The 2020/2021 DNA assessment has shown that numeracy skills have increased within the “meeting” level with our Primary learners. As in years past, number sense has decreased when comparing our primary learners with our intermediate. We feel there are several factors which contribute to these declines in the intermediate grades, one of which being a developed dislike for math or math anxiety.

2019 DNA Numeracy Assessment	Primary	Intermediate
Meeting	16%	0%
Approaching	68%	29%
Not Meeting	16%	71%

2020 DNA Numeracy Assessment	Primary	Intermediate
Meeting	50%	0%
Approaching	38%	13%
Not Meeting	13%	88%

What We Have Seen

This year we have divided our intermediate learners into four smaller learning groups to address the gaps they are showing with numeracy. In addition, all K-7 learners participate in weekly “Math Blitz” (play-based learning). As a result, we have seen our learners become more engaged. Learners have reported, ***“I like math better when we are in smaller groups, the teacher doesn’t seem to be rushing through so much”*** (Grade 6 Learner) and ***“I love the math games we play; it helps me have fun with my numbers”*** (Grade 4 Learner).

Action Plan

- Weekly Math Blitz (play-based learning in smaller groups)
- Mathletics
- Supports and training from Roberta Toth (District Math Lead)
- Monthly progress assessments with SNAP math tool
- Math Talks & MathUP lessons
- Math activities and ideas in our newsletters
- Math nights for families
- Staff PLC inquiry focus
- Make math more visible in our school (number line in the hallway, math activities on the bulletin board etc.)

HONORING DIVERSITY

We have had the privilege of utilizing the wealth of traditional knowledge from the three Indigenous communities on the Southside of Burns Lake and actively seek out opportunities to connect and with our local community members to bring authentic teachings into our school. Our school participates in yearly tea with the local elders where learners can showcase their projects and learning which have a connection with our local land and people. Our Aboriginal Co-Ordinator shares Carrier vocabulary, participates in talking circles and is covering the 7 Sacred Teachings with each of our classes.

ENGAGING OUR WORKFORCE

We take pride in the ‘family feeling’ our school offers our learners and see the value in collaborating with our LSW’s, bus drivers and custodial staff. The learners know these adults by name, they see that it takes a large team of caring individuals to operate our school. Staff members also enjoy the meaningful relationships that they build with our learners. Our custodian said, *“I like being greeted by the children. They know my name and I feel like I am part of the school family”*.

Our bus drivers take time to ask learners about their hobbies and interests. They show caring by learning about family members, pets, and their activities. Learners also get notes of appreciation from the custodian when they have shown care and attention to their classroom. We know our example speaks louder than words. It is our hope that seeing healthy and respectful choices and actions from the adults in their life, will inspire our learners.

ENHANCE CONNECTIONS

One of our most valued experiences to date this year has been the use of the SD 91 Carpentry Trailer. Students were literally creating their own success as they actively engaged in woodworking projects.

Staff knew our school was going to love having the trailer to use but we didn’t anticipate the impact it would have on our struggling learners. It was amazing to see 100% of our students fully engaged in an activity for a full hour at a time. We felt that the most incredible results with our struggling learners were produced because everyone stepped onto a level playing field. There were no longer divisions or ability groups within the classroom, everyone saw each other as equal and it was empowering.



EQUITY FOR ALL LEARNERS

To help our students get off to the right start each morning we have continued to provide a hot breakfast daily as well as a hot lunch once per week. In addition to fueling their bodies this program gives our learners unique social connections with their peers and teachers.

Staff continue to strive to meet each child where they are. In addition to our teaching staff, our learners are supported by our Aboriginal Co-Ordinator as well as 4 LSW’s within our school. Each of our students are given opportunities to lead and serve in their classroom and school through the gardening, recycling, and composting programs.